

TEPG Data Analysis Protocol

Introduction

Purpose

This protocol was developed for guiding a group of 10-15 district leaders and other educators through analysis of TEPG data to inform district or school planning around teacher support. This protocol takes approximately two hours to facilitate and can be used each time TEPG data are reviewed.

Focus Questions

Questions About Teacher Performance and Support

1. What do these data tell us about how our teachers are performing? Strengths? Areas for improvement?
2. How can these data inform upcoming professional development for 2015–16?

Questions About the TEPG System

3. Do these data demonstrate the system's ability to differentiate performance?
4. Do the various measures demonstrate consistency?

Overview of Process

The protocol is organized into six steps.

Prior to each step, the full-group facilitator will provide an overview of the process for that step.

The larger group will work in small groups of 2-4 people (depending on group size) through each step of the protocol.

Each small group will need a recorder and a reporter to share out their findings after each step of the protocol.

Note: The recorders from each group will share their note-taking template with the facilitator at the end of the session. These notes will be used in reporting the overall outcomes of the session to MSFE. Individual names will not be attributed to the comments.

After each step, the small groups will have an opportunity to share out to the larger group. This discussion will be guided by a full-group facilitator.

Materials

- RANDA-generated data set of TEPG summative scores across all teachers in district (or school, as appropriate) with conditional formatting applied to facilitate analysis
- Other data, as available (e.g., school climate survey data)

Data Analysis Protocol

Prework: Overview of the Process

(10 minutes)

The facilitator gives a brief description of the summative teacher observation report data and provides an overview of the protocol. The facilitator will provide an explanation of roles at each table group.

Role Identification: Each table selects a “recorder” to document each small group reflection and a “reporter” to share with the whole group. The reporter can change between steps but there is only one recorder per table.

At this point, the facilitator can answer clarifying questions as necessary and introduce any other data participants have brought. The group will not work directly with the data reports until Step 2.

Step 1: Predicting the Data

(25 minutes)

5 minutes writing individual predictions, 10 minutes discussing as a small group, 10 minutes whole group share out

Facilitator: Explain that the goals of the step are to make predictions and ask questions to bring to the surface past experiences, preconceived ideas, and assumptions. Share the following prompts:

- What are some predictions for the results of our data review?
- What are some questions we hope to explore during the data review?

Preview directions for small groups and set timer for 2 minutes.

Small Groups: After two minutes of silent writing, the group shares predictions and reasons for them. The reporter gathers the questions written on each sticky note, and the small group decides on one or two to share with the whole group.

Whole Group: Facilitator records question suggestions on a chart paper and combines any similar questions to organize the final list.

Step 2: Observing the Data

(20 minutes)

5 minutes writing individual observations, 10 minutes discussing as a small group, 5 minutes as a whole group

Facilitator: Preview the step directions and prompts as briefly as possible and share timing for small groups. Share the sample TEPG data handout to describe how the data are organized in the spreadsheet

(Note: The handout includes data from another district, not their district).

Before drawing conclusions or making recommendations, the facilitator gets everyone on the “same page” with the data results. Participants will review the data on paper, using highlighters to note important pieces, items they have new questions about, and patterns they identify. The facilitator encourages participants to save interpretations and conclusions until the next step.

Prompts to consider:

- Note important data points that “jump off the page.”
- Look for patterns or trends that emerge.
Note: At this stage, you might identify patterns, but you shouldn't be taking the next step of interpreting the cause or reason for the patterns, or the “why.”
- Note surprising or unexpected data.

Small Groups: After three minutes of writing on sticky notes and responding to the prompts, the small group shares observations. The recorder gathers each sticky notes and the reporter will collaborate with the group to identify 2-3 points to share with the whole group.

Whole group: Facilitator will ask small groups to respond to one of the three prompts above, but may not speak to all groups for the purposes of time.

Step 3: Interpreting the Data

(20 minutes)

5 minutes writing individual inferences, 10 minutes discussing as a small group, 5 minutes as a whole group

Note: This portion requires a shared computer screen or laptop. Participants manipulate the data in spreadsheets with conditional formatting inserted.

Facilitator: Review the process for unpacking the spreadsheets shared in Step 1 and tell the group that the purpose of Step 3 is to look deeper at the patterns identified so far and to make inferences related to teacher professional practice and development needs. This is also the step in which to generate questions about *what if* and *why*.

Use this time to consider focus questions 1, 3, and 4 at the beginning of this document. The facilitator may also reference back to the TEPG Data Analysis handout to support this discussion. The handout includes some examples of interpretations of the data based on the focus questions.

Small Group: *Using sticky notes, respond to the following prompts:*

Questions About Teacher Performance and Support

1. What do these data tell us about how our teachers are performing? Strengths? Areas for improvement?

Questions About the TEPG System

3. Do these data demonstrate the system's ability to differentiate performance?
4. Do the various measures demonstrate consistency?

After five minutes of writing, the reporter asks the group to share inferences on sticky notes, with all statements rooted in the data. The recorder gathers all sticky notes and summarizes the group responses.

Whole Group: Reporter shares highlights with the whole group.

Step 4: Connecting to Professional Development Support

(15 minutes)

5 minutes writing individual ideas for professional learning, 10 minutes for group discussion

Facilitator: (Note there is no small group portion for the remaining two steps)

Guide participants through an independent and then whole group discussion on the implications for teaching and learning in the district.

Answer focus question 2:

2. How can these data inform upcoming professional development for 2015–16?

The group seeks to identify connections between what needs to change and what is working in the TEPG support system currently in place.

Whole group: After three minutes of writing, the facilitator leads the group in the discussion of what these data imply for professional development in the coming year. The facilitator guides the group through the identification of three action steps for

change in professional development to support instructional practice, administrator training, or a systematic approach to collecting data. Record on chart paper.

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Step 5: TEPG System Implications

(15 minutes)

5 minutes writing individual ideas on system implications, 10 minutes for full group discussion (no small group step)

This step is designed to help participants consider the implications of the TEPG system based on interpretation of the data. The full group will seek to identify connections between what needs to change and what is working in the TEPG system currently in place.

Facilitator shares the following prompts and charts responses:

- Do teachers' summative ratings align with principal or district perceptions of teacher quality? If not, why?
- Do teachers' learner growth scores align with overall student performance in the district? If not, why?
- Is the TEPG system able to effectively capture teacher performance? If not, why?

Step 6: Reflecting on the Process

(10–15 minutes)

The facilitator leads the group through a full-group discussion of this protocol process using the following prompts:

- What went well? What could be improved in the use of this protocol?
- What changed in your thinking? What was reinforced?
- What are the next steps for this group?